DOCUMENT RESUME

ED 182 280 SP 015 359

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TITLE Factors Influencing Changes in Associate Teachers' Perception of the Administrator's Role.
PUB DATE Mar 79
NOTE 14p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Role; *Changing Attitudes; Preservice Education; *Role Perception; *Self Concept; Student Teacher Relationship; *Student Teaching; *Teacher Attitudes

ABSTRACT

A study involving 39 preservice teachers investigated changes in teacher role perception over the course of a ten-week practicum session. The research utilized the 28-item Perception of Administrator Role Questionnaire and the California Psychological Inventory to probe the manner in which exposure to school administrators affected the student teachers' self-concepts. The resultant data are presented in the form of six statistical tables. (LH)

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ED182280

[AERA March 79.]

FACTORS INFLUENCING CHANGES IN ASSOCIATE TEACHERS' PERCEPTION OF THE ADMINISTRATOR'S ROLE. Beverly J. Yerg and Dewayne J. Johnson, The Florida State University, Tallahassee, Florida 32306.

March 20, 1979

The teacher education process is a complex phenomenon. Its complexity arises from the multidimensionality of the persons and the environments in which the programs occur. Not the least of these complex environments is that encountered during associate teaching, the full-time practicum in a "reality" setting. Consistently, associate teachers reflectively report that this practicum (also known as student teaching, clinical teaching, or internship) is the most meaningful experience of the total teacher preparation program. Why this is so we can only partially answer and partially speculate.

Researchers have looked at changes occurring during or as a result of this practicum experience in terms of attitudes toward teaching and changes in perception of the teacher's role. These dimensions are viewed within the scope of teacher-learner interactions. However, the teaching environment is not restricted to a classroom. The teacher-learner interaction is affected by many factors in and out of the teaching station. Previous research has indicated that the single factor that most effects the teacher, and therefore the teacher-learner interaction, is the administrator. How an administrator's influence is perceived by associate teachers or how the supervising teacher affects the associate teacher's perception of the administrator has not been identified. Therefore, the purpose of this investigation was to study the associate teachers' perception of the role of the school administrator. More specifically, this study looked at changes that occurred in that role perception over a ten-week practicum and

SP015359

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attempted to identify factors associate with that change.

## METHODS

Subjects were 39 associate teachers (M = 12; F = 27) enrolled at Florida State University during Spring Quarter 1978. Prior to the start of the field experience, each associate teacher completed the 28-item Perception of Administrator Role Questionnaire and the California Psychological Inventory.[1] Teachers serving as supervising teachers for the 39 associate teachers also completed the role perception questionnaire. During the final week of the ten-week practicum, associate teachers again completed the role perception questionnaire.

The 28-item role perception instrument, constructed and scored following the summative model with a five point Likert scale, was used to determine associate teachers' perception of the administrator role. This instrument provided a total role perception score plus three sub-scores covering the areas of: (1) promoting effective interpersonal relationships; (2) organizing, planning, and coordinating group work; and (3) staff personnel matters. The California Psychological Inventory (CPI) provided 18 subscales and was used to describe the personality characteristics of the associate teachers. The subscales were: (1) Dominance; (2) Capacity for Status; (3) Sociability; (4) Social Presence; (5) Self-Acceptance; (6) Sense of Well-Being; (7) Responsibility; (8) Socialization; (9) Self-Control; (10) Tolerance; (11) Good Impression; (12) Communality; (13) Achievement via Conformance; (14) Achievement via Independence; (15) Intellectual Efficiency; (16) Psychological Mindedness; (17) Flexibility; and (18) Femininity.

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[1] Harrison G. Gough, California Psychological Inventory (Palo Alto, California: Consulting Psychologists Press, 1960)

In order to determine if a significant change occurred in the associate teachers' perception of the administrator role, dependent t tests were calculated on each item score using pre- and post-test role perception questionnaire results. To control for inflated error due to multiple t tests, the Hotellings' $T^2$ was used for analysis of vectors within sub-scores. In order to attempt to explain variation in the post-test scores, stepwise multiple regression analysis was used to determine the best set of factors that would explain that variation.

## RESULTS

Means were calculated for associate teachers' and supervising teachers' role perception scores (See TABLE 1). Correlations were determined among supervising teachers' scores and associate teachers' pre- and post-test scores (See TABLE 2). Comparisons of vectors of sub-scores and total scores for pre-test and post-tests were made (using Hotellings' $T^2$) to determine if change occurred over the course of the ten-week practicum (See TABLE 3). The comparison of the vectors of scores for sub-score one, promoting effective interpersonal relationships, was significant ($p < .02$) as was the comparison for sub-score two, organizing and planning group work ($p < .04$). The comparison for sub-score three, staff personnel matters, was not statistically significant. This is understandable as the area of recruiting and retaining staff probably would not be readily evident to the associate teacher. The overall comparison of the vectors of the 28-item questionnaire, in spite of considerable variability, showed a probability level of .056. Based on the

analysis of the data, it was concluded that change did occur in the associate teachers' perception of the administrator role over the ten-week practicum.

Stepwise multiple regression analysis was used to determine the effects of other measured factors for those scores where change was statistically significant. For sub-score one -- promoting effective interpersonal relationships -- a set of factors which accounted for 71% of the variation in post-test scores was selected including the factors of CPI 12 Communality; CPI 13 Achievement via Conformance; CPI 9 Self-Control; Supervising Teachers' score on sub-score one; and CPI 2 Capacity for Status (See TABLE 4). It should be noted that CPI 13, CPI 9 and Supervising Teachers' sub-score one were negatively related. The puzzling factor in that group is the self-control score, but on further analysis it was determined that the standard score mean for the group on self-control was approximately one standard deviation below the mean. Therefore it is not self-control that is a negative factor, but the lack of it. Further, note that congruence between associate teachers' perception and supervising teachers' perception score decreased from the beginning to the end of the practicum ($r = .84$; $r = -.69$) (See TABLE 2). The two factors having a positive effect seem to be indicating self-confidence and self-assurance.

Data for sub-score two -- organizing, planning, and coordinating group work -- take on a somewhat different look. The change is more toward the perception of the supervising teacher. This may be seen in the increase of the correlation coefficient from $r = .66$ to $r = .75$ (See TABLE 2). The multiple regression data indicated that

entry perception is the strongest determinant for this area followed by personality traits which together account for 92% of the post-score variability (See TABLE 5). The five factors were: Associate teachers' pre-score on sub-scale two; CPI 5 Self-Acceptance; CPI 2 Capacity for Status; CPI 16 Psychological Mindedness; and CPI 6 Sense of Well-Being. Of the five factors, two are negatively related, including the "capacity for status" score which was positively related to sub-score one. The negative relationship of "sense of well-being" may be explained by the overwhelming sense of reality (often called "reality shock") that is encountered by the neophyte teacher. However, in addition to entry behavior, the positive factors again seem to be related to self-confidence and relationship to others.

Additional analysis was not conducted on sub-score three -- staff personnel matters -- since no change occurred within an acceptable range of significance. The relationships between the supervising teachers' score and the associate teachers' pre- or post-test scores were not statistically significant (See TABLE 2).

The total perception scores yield an interesting composite of the sub-score analyses. Even considering the diversity of changes, both plus and minus, on the 28-item questionnaire, there is a significant pre to post change. The relationship with the supervising teachers' score changes from $r = .94$ to $r = .89$ (See TABLE 2). Additionally, the variation within the scores decreased from 56.66 to 32.63. The total mean scores do not move in the direction of the supervising teachers' score which is interesting. The correlations, however, are rather high generally, showing some congruence between the perceptions of the neophyte and the experienced teacher. The multiple

regression analysis of the total perception score is most interesting. Entry behavior, that is, the perceptions that the associate teacher brings to the practicum experience, accounts for 95% of the variation in the post-test data. The next four entries that comprise the set of factors explaining 98% of the post-data variation include: CPI 5 Self-Acceptance; CPI 9 Self-Control; Supervising Teachers' Total Score; and CPI 10 Tolerance (See TABLE 6). Again the postive factors are (1) what the student brings to the experience; and (2) factors of self-confidence and interpersonal skills.

When looking at the results of a single study, caution must be exercised. As had been substantiated in research in various contexts, what the learner brings to the learning environment, i.e., entry characteristics or behaviors, has a profound effect on exit behavior. The results of the present study confirm that this relationship is consistent for the practicum learning experience. The data did not support the oft-reported fact that associate teachers tend to become more like their supervising teachers. While this may be true in some contexts and for some factors, the present data contradicts that pattern for the variables examined in this study. Further, factors of self-confidence and interpersonal skills seem to be contributing positively to changes in perception as a result of the reality experience.

We began by noting the complexity of the educational environment. The results of this study do not simplify our understanding of the phenomenon. However, it is apparent that there is more that occurs during the full-time practicum than practice of the teaching-learning

interaction in the classroom. Furthermore, there is evidence to suggest that benefits of increased awareness of the total school milieu are greater for the more self-confident, self-assured indiviual. The total environment is having an effect on the associate teacher's process of "becoming."

An important aspect to be gleaned from the results of this study is verification that the associate teacher is gaining a much broader experience through the full-time practicum in the schools that just those factors associated with the teaching-learning interaction in the "classroom" context. The full-time practicum in the school appears to foster multiple benefits toward the growth of the pre-service teacher and those benefits seem to be enhanced for the associate teacher who is confident and self-assured when entering into the teacher role.

TABLE 1

MEANS ON ROLE PERCEPTION SCORES FOR
ASSOCIATE TEACHERS AND SUPERVISING TEACHERS

| | Associate Teacher Pre-Test | Associate Teacher Post-Test | Supervising Teacher Score |
|---|---|---|---|
| Sub-Score One | 26.92 | 24.46 | 29.03 |
| Sub-Score Two | 26.74 | 25.77 | 24.87 |
| Sub-Score Three | 52.41 | 50.92 | 51.69 |
| Total Score | 120.54 | 111.62 | 127.10 |

TABLE 2

CORRELATION AMONG ROLE PERCEPTION SUBSCORES AND TOTAL SCORES OF ASSOCIATE TEACHERS AND SUPERVISING TEACHERS*

| | Associate Teacher Scores | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Pre-Practicum | | | | Post-Practicum | | | |
| | One | Two | Three | Total | One | Two | Three | Total |
| Supervising Teacher Scores | | | | | | | | |
| Subscore One | .84 | | | | -.69 | | | |
| Subscore Two | | .66 | | | | .75 | | |
| Subscore Three | | | -.06 | | | | .03 | |
| Total Score | | | | .93 | | | | .89 |

* r of .418 with 37 df is significant at the .01 level.

TABLE 3

PRE TO POST COMPARISONS OF
ROLE PERCEPTION SCORES USING HOTELLINGS' $T^2$

| | Pre | Post | df | F |
|---|---|---|---|---|
| Subscore One | 26.92 | 24.46 | 7,32 | 2.99[a] |
| Subscore Two | 26.74 | 25.77 | 7,32 | 2.48[b] |
| Subscore Three | 52.41 | 50.92 | 14,25 | 1.67 |
| Total Score | 120.54 | 111.62 | 28,11 | 2.50[c] |

[a] $p < .02$

[b] $p < .04$

[c] $p < .056$

TABLE 4

MULTIPLE REGRESSION DATA FOR SUBSCORE ON
PROMOTING EFFECTIVE INTERPERSONAL RELATIONSHIPS

Multiple R = .84 $R^2$ = .71

| Source of Variance | df | Sum of Squares | Mean Square | F* |
|---|---|---|---|---|
| Regression | 5 | 569.11 | 113.82 | 16.15 |
| Residual | 33 | 232.59 | 7.05 | |

| Variables in the Equation [a] | B | R | $R^2$ |
|---|---|---|---|
| CPI 12 Communality | .17 | .75 | .57 |
| CPI 13 Achievement via Conformance | -.13 | .79 | .63 |
| CPI 9 Self-Control | -.12 | .81 | .65 |
| TCHR Subscore One | -.15 | .83 | .68 |
| CPI 2 Capacity for Status | .10 | .84 | .71 |

* $p < .00$

[a] Definition of variables in summary table:

CPI 12 Communality -- in tune with peers and surroundings

CPI 13 Achievement via Conformance -- need for achievement coupled with appreciation of structure and organization

CPI 9 Self-Control -- relates to expression of impulse and management of agression

TCHR Supervising Teachers Subscale score one

CPI 2 Capacity for Status -- qualities of ambition and self-assurance that underlie, and lead to, status

TABLE 5

MULTIPLE REGRESSION DATA FOR SUBSCORE ON
ORGANIZING, PLANNING, AND COORDINATING GROUP WORK

Multiple R = .96 $R^2$ = .92

| Source of Variance | df | Sum of Squares | Mean Square | F* |
|---|---|---|---|---|
| Regression | 5 | 1589.90 | 317.98 | 73.37 |
| Residual | 33 | 143.03 | 4.33 | |

| Variables in the Equation[a] | B | R | $R^2$ |
|---|---|---|---|
| PRESCORE Associate Teachers | .98 | .89 | .79 |
| CPI 5 Self-Acceptance | .78 | .93 | .86 |
| CPI 2 Capacity for Status | -.83 | .94 | .88 |
| CPI 16 Psychological Mindedness | .15 | .95 | .90 |
| CPI 6 Sense of Well-Being | -1.66 | .96 | .92 |

* $p < .00$

[a]Definition of Variables in the Equation

PRESCORE -- Associate teachers pre-practicum score on subscale two
CPI 5 Self-Acceptance -- sense of self-worth; secure and sure of self
CPI 2 Capacity for Status -- qualities of ambition and self-assurance that underlie, and lead to, status
CPI 16 Psychological Mindedness -- psychologically oriented and insightful concerning others
CPI 6 Sense of Well-Being -- feeling of being equal to the demands for time and energy encountered in everyday living

TABLE 6

MULTIPLE REGRESSION DATA FOR TOTAL ROLE PERCEPTION SCORES

Multiple R = .99 $R^2$ = .98

| Source of Variance | df | Sum of Squares | Mean Square | F* |
|---|---|---|---|---|
| Regression | 5 | 39543.71 | 7908.74 | 285.07 |
| Residual | 33 | 915.52 | 27.74 | |

| Variables in the Equation[a] | B | R | $R^2$ |
|---|---|---|---|
| PRETOTAL Associate Teachers | .69 | .975 | .95 |
| CPI 5 Self-Acceptance | .20 | .98 | .96 |
| CPI 9 Self-Control | -.48 | .98 | .97 |
| TCHR TOTAL Supervising Teacher | -.70 | .99 | .97 |
| CPI 10 Tolerance | .27 | .99 | .98 |

* $p < .00$

[a] Definition of Variables in summary table

PRETOTAL -- Associate teachers' pre-practicum total role perception score

CPI 5 Self-Acceptance -- sense of self-worth; secure and sure of self

CPI 9 Self-Control -- relates to expresson of impulse and management of agression

TCHR TOTAL -- Supervising teachers' total role perception score

CPI 10 Tolerance -- indirect measure of authoritarianism personality syndrome